



## Sims Junior High

200 Sims Drive  
Union, SC 29379

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	534 Students	
<b>Principal</b>	Mickey Connolly	864-429-1755
<b>Superintendent</b>	Dr. David L. Eubanks	864-429-1740
<b>Board Chair</b>	Dr. Wanda R. All	864-429-0746

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

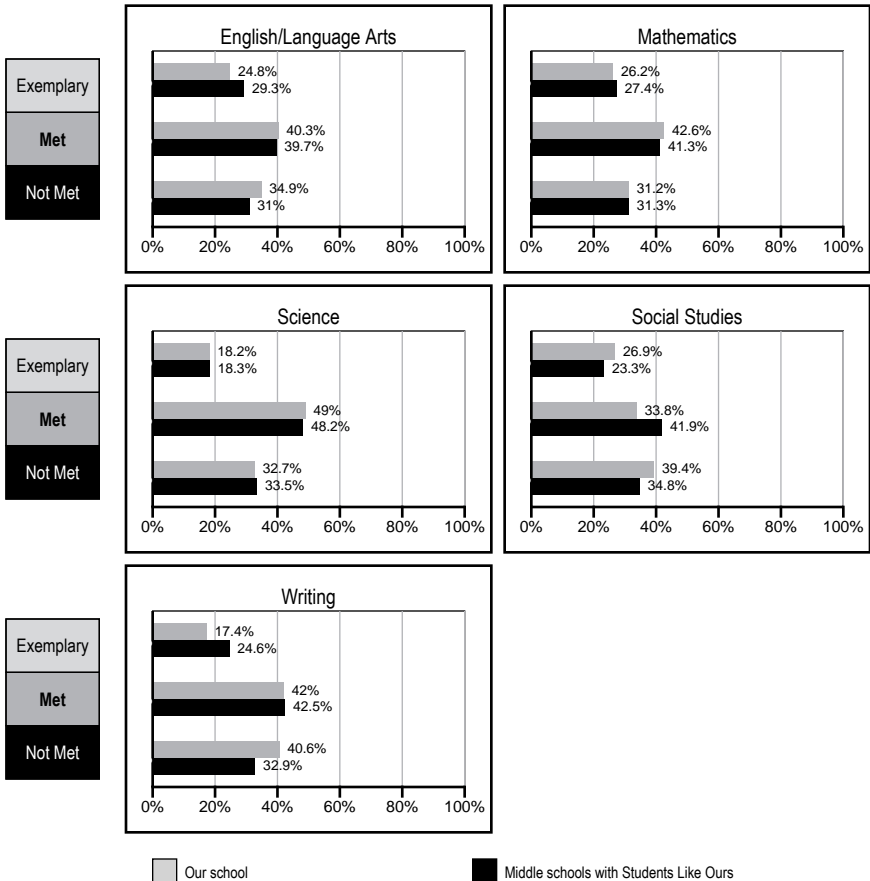
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	46	4	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.1%
English 1	89.8%	94.7%
Physical Science	84.0%	76.5%
US History and the Constitution	N/A	N/A
All Subjects	91.1%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=534)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.2%	Down from 18.7%	22.6%	21.6%
Retention rate	2.8%	Down from 3.6%	1.4%	1.2%
Attendance rate	95.1%	Up from 94.9%	95.7%	95.9%
Eligible for gifted and talented	13.0%	Down from 17.2%	15.8%	14.8%
With disabilities other than speech	19.1%	Up from 17.5%	14.1%	12.6%
Older than usual for grade	3.6%	Up from 2.7%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	62.5%	Up from 55.0%	55.6%	56.9%
Continuing contract teachers	75.0%	Up from 72.5%	76.7%	72.7%
Teachers with emergency or provisional certificates	10.5%	Down from 17.1%	3.6%	5.3%
Teachers returning from previous year	86.0%	Up from 82.5%	84.4%	82.9%
Teacher attendance rate	95.3%	Up from 93.0%	95.4%	95.2%
Average teacher salary*	\$45,111	Up 5.4%	\$46,493	\$46,599
Professional development days/teacher	19.0 days	Down from 25.5 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.0 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 86.7%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Down from 96.9%	97.5%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,503	Up 6.4%	\$7,553	\$7,645
Percent of expenditures for instruction**	65.4%	Down from 71.4%	64.1%	63.4%
Percent of expenditures for teacher salaries**	62.2%	Down from 67.3%	59.2%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The mission of Sims Jr. High School, in partnership with its citizens, is to participate in the building of a community of lifelong learners by providing challenging educational experiences in a safe, disciplined environment which will prepare our students for productive living in a diverse technological society. During the 2008-2009 school year, many efforts were made toward successfully accomplishing our goals.

Teachers continued to utilize our new subject area pacing guides aligned to SC Curriculum Standards to ensure that all students received equitable instruction at all levels. Ongoing emphasis was placed on high academic standards as we saluted 17 students as SC Junior Scholars and recognized 3 students for being named Duke TIP Scholars. We continued to show gains school-wide in Math, Science, and Social Studies. Improvements were also made in our 8th grade classes offered for high school credit. The End-of-Course test results indicate that the percentage of students passing for all three subject areas increased from May of 2008 to May of 2009. One hundred percent (100%) of these students passed the Math test, 90% passed the ELA test, and 84% passed the Physical Science test. Our 7th and 8th grade Academic Challenge Teams had very successful seasons, with both teams going undefeated in the Olde English Consortium matches. This team also advanced to the Final Four in Bill Drake's Battle of the Brains. We rededicated our efforts toward technology education and had 51% of our 8th grade keyboarding students pass the proficiency profile, which allows them to exempt keyboarding in high school. Teachers strived to integrate technology to deliver instruction through use of laptop computers, digital imaging, and Smart Boards. Students were encouraged to use technology to complete research and special projects. Parent and teacher communication through technology was also improved with emails, grade reports, and homework assignments being posted each day on our school website using OnCourse.

In an effort to maintain a positive school climate, we continued our focus on the School Improvement Grant using Positive Behavior Interventions & Support (PBIS) to recognize students for good behavior. We are extremely proud that 44% of our students completed the school year with a clean discipline record.

SJHS students were also active in the many extracurricular activities offered: Sims Singers, band, drama, volleyball, basketball, football, track, cross-country, tennis, soccer, baseball, softball, cheerleading, Beta Club, SGA, and First Priority. We realize that our students are individuals with a variety of talents and interests. As we help students to make the transition to young adulthood, we want to provide as many opportunities for success as possible. As always, our goal will be synonymous with our motto: Education today...Independence tomorrow.

Melissa Gregory, SIC Chairperson  
Mickey Connolly, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	239	58
Percent satisfied with learning environment	90.7%	72.3%	84.2%
Percent satisfied with social and physical environment	88.4%	74.7%	74.5%
Percent satisfied with school-home relations	69.8%	88.1%	73.7%

\* Only students at the highest middle school grade level and their parents were included.

### Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	524	100	35.1	41.2	23.7	73	78.2	82.8	Yes	Yes
<b>Gender</b>										
Male	282	100	35.4	38.8	25.7	71.6	75.5	79.3	N/A	N/A
Female	242	100	34.7	43.9	21.3	74.5	80.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	312	100	28.2	40.6	31.2	79.5	83.7	89.5	Yes	Yes
African American	206	100	46.3	42.9	10.8	62.6	69.5	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	102	100	60.8	29.9	9.3	47.4	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	291	100	44.8	40.2	14.9	65.5	73.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	524	100	33.5	44.8	21.7	76.5	77.2	78.9	Yes	Yes
<b>Gender</b>										
Male	282	100	29.9	43.7	26.5	77.6	76.8	77	N/A	N/A
Female	242	100	37.7	46	16.3	75.3	77.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	312	100	27.2	41.9	30.9	79.5	82.1	87.2	Yes	Yes
African American	206	100	43.8	49.8	6.4	71.4	69	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	102	100	60.8	34	5.2	49.5	51.5	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	291	100	44.5	42	13.5	67.6	72.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	395	99.8	31.3	53.3	15.4	68.7	61.9	67.5
<b>Gender</b>								
Male	213	99.5	27.2	51	21.8	72.8	63.3	67
Female	182	100	35.9	55.8	8.3	64.1	60.5	68
<b>Racial/Ethnic Group</b>								
White	238	100	25.9	54.4	19.7	74.1	70.5	79.5
African American	152	99.3	40.7	52.7	6.7	59.3	47.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	81	100	59	34.6	6.4	41	34	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	221	99.6	40.5	50.7	8.8	59.5	55.4	55.1

**Social Studies**

All Students	391	100	39.2	33.6	27.2	60.8	67.1	72.3
<b>Gender</b>								
Male	207	100	35.5	29.9	34.5	64.5	68.8	71.5
Female	184	100	43.1	37.6	19.3	56.9	65.2	73.2
<b>Racial/Ethnic Group</b>								
White	251	100	31.7	34.6	33.8	68.3	72.7	80.7
African American	138	100	52.9	32.4	14.7	47.1	57.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	82	100	70.1	22.1	7.8	29.9	41.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	204	100	51	33.2	15.8	49	61.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	523	99.2	40.5	42.1	17.4	59.5	61.1	70.2	95.1	95.6
Gender										
Male	282	98.6	42.5	41.4	16	57.5	55.5	63.2	95.3	95.5
Female	241	100	38.2	42.9	18.9	61.8	67	77.5	94.8	95.7
Racial/Ethnic Group										
White	310	99.4	32.2	44.6	23.2	67.8	68.4	79.1	94.2	95
African American	207	99	54	38.6	7.4	46	49.4	57.6	96.3	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.8	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.3	62.6	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.1	96
Disability Status										
Disabled	99	96	73.9	25	1.1	26.1	19.1	26.1	93.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	61.2	96.1	97.3
Socio-Economic Status										
Subsidized meals	291	98.6	52.1	38.6	9.3	47.9	53.1	58.9	94.3	95.2

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	262	100	36.9	37.6	25.5	63.1
	8	262	100	33.3	44.8	21.8	66.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	262	100	32.9	42.7	24.3	67.1
	8	262	100	34.1	46.8	19	65.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	262	100	29.4	55.3	15.3	70.6
	8	133	99.3	35.2	49.2	15.6	64.8
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	261	100	42.9	34.6	22.4	57.1
	8	130	100	31.5	31.5	37.1	68.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	262	98.9	42.7	41.5	15.8	57.3
	8	261	99.6	38.3	42.7	19	61.7

Abbreviations for Missing Data

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